MASSACHUSETTS STATE NORMAL SCHOOL WESTFIELD



ANNOUNCEMENT

YEAR OF

1910 1911

ESTABLISHED 1839

With Compliments of

CLARENCE A. BRODEUR,

PRINCIPAL.

ANNUAL ANNOUNCEMENT OF THE

MASSACHUSETTS STATE NORMAL SCHOOL,

WESTFIELD.

ESTABLISHED 1839.



1910 - 1911

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NEW NORMAL SCHOOL BUILDING.

STATE BOARD OF EDUCATION.

ESTABLISHED, 1839.
REORGANIZED, 1910.

		TERM EXPIRE
FREDERICK P. FISH, Chairman,	Boston,	1913.
Mrs. ELLA LYMAN CABOT,	Boston,	1913.
FREDERICK W. HAMILTON,	Tufts College,	1913.
Miss SARAH LOUISE ARNOLD,	Newton Centre,	1912.
SIMEON B. CHASE,	Fall River,	1912.
CLINTON Q. RICHMOND,	North Adams,	1912.
LEVI L. CONANT,	Worcester,	1911.
THOMAS B. FITZPATRICK,	Boston,	1911.
PAUL H. HANUS,	Cambridge,	1911.

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NORMAL SCHOOL.

CLARENCE A. BRODEUR, *Principal.*

Pedagogy, School Law, School Management.

Lewis B. Allyn,	Mathematics, Chemistry, Physics.
Edith L. Cummings,	Manual Arts, Gymnastics.
Frederic Goodwin,	Vocal Music.
Mrs. Adeline A. Knight,	English, Literature, History.
J. Coulter Hockenberry,	Psychology, History of Education, Geography, Sociology.
Louis G. Monté,	Manual Arts.
Charles B. Wilson, Ph.D.,	Natural Science.

Mary E. Coughlin, *Secretary.*

TRAINING SCHOOL.

GEORGE W. WINSLOW, *Principal.*

A. Caro Balcom,	Eighth grade.
Alice M. Winslow,	Eighth grade.
Nettye L. Robbins,	Seventh grade.
Anna M. Downey,	Seventh grade.
Lucia A. Coleman,	Sixth grade.
Ella J. Downey,	Sixth grade.
May T. Grout,	Fifth grade.
Edith M. Robbins,	Fifth grade.
Eliza Converse,	Fourth grade.
Bertha A. Kuralt,	Third grade.
Florence P. Axtell,	Second grade.
Eunice M. Beebe,	First grade.
Emma L. Hammond,	Kindergarten.

ALUMNI ASSOCIATION OF THE WESTFIELD NORMAL SCHOOL.

PRESIDENT.

Principal Marcus H. White, Ph.D., Normal School, New Britain, Conn.
Class of 1882.

VICE-PRESIDENT.

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Class of 1874.

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Class of 1889.

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Class of 1888.

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Class of 1881.

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Class of 1868.

Miss Harriet F. Brooks, North Adams, Mass.
Class of 1884.

Mrs. Ida Sprague Strong, Southampton, Mass.
Class of 1898.

Miss Lora S. Phinney, Haydenville, Mass.
Class of 1903.

The next meeting of the Association will be held at Westfield in 1913.

CALENDAR FOR 1911.

SPRING TERM.

Monday, 9 A.M., March 20, 1911, to Friday, 4 P.M., June 16, 1911.

GRADUATION.

Wednesday, 2 P.M., June 21, 1911.

EXAMINATIONS FOR ADMISSION.

FIRST ENTRANCE EXAMINATION.

Thursday and Friday, 9 A.M., June 22 and 23, 1911.

SECOND ENTRANCE EXAMINATION.

Tuesday and Wednesday, 9 A.M., September 5 and 6, 1911.

Entrance examinations on the dates given above begin at 9 A.M., in the assembly hall. Candidates are to be present at the opening on the first day. They should come prepared to stay in September. If students are obliged to stay over night during the June examinations, accommodations may be had at Dickinson Hall.

The school is in session every week day except Monday; on Saturdays, school closes at noon.

CALENDAR FOR SCHOOL YEAR, 1911-12.

FALL TERM.[1]

Thursday, 9 A.M., Sept. 7, 1911, to Saturday, 12 M., Dec. 2, 1911.

WINTER TERM.

Monday, 9 A.M., Dec. 4, 1911, to Saturday, 12 M., March 16, 1912.

SPRING TERM.

Monday, 9 A.M., March 18, 1912, to Friday, 4 P.M., June 14, 1912.

GRADUATION.

Tuesday, 2 P.M., June 18, 1912.

VACATIONS.

Spring.

From Saturday, 12 M., April 29, 1911, to Monday, May 8, 1911.

Thanksgiving.

From Wednesday, 12 M., preceding Thanksgiving Day, to the following Monday.

Christmas.

From Friday, 4 P.M., Dec. 22, 1911, to Monday, Jan. 1, 1912.

Winter.

From Saturday, 12 M., Feb. 24, 1912, to Monday, March 4, 1912.

Spring.

From Saturday, 12 M., April 27, 1912, to Monday, May 6, 1912.

[1] Those seniors who are assigned to the training school for the fall term will begin their school year Tuesday, Sept. 5, 1911, at 9 A.M.



ASSEMBLY HALL.

WESTFIELD NORMAL SCHOOL.

HISTORICAL SKETCH.

With the single exception of the Framingham Normal School, which was first opened at Lexington July 3, 1839, the Westfield Normal School is the oldest in America. It was established at Barre, Sept. 4, 1839, and was transferred to Westfield in 1844. The total number of pupils admitted to this school is 5,210. Since 1855, the date of the first formal graduation, 2,245 students have received diplomas on the completion of the prescribed course of study.

LOCATION.

Westfield, a beautiful town of about 16,000 inhabitants, is located on the main line of the Boston & Albany Railroad, and on the Northampton division of the New York, New Haven & Hartford Railroad. Springfield is distant but nine miles, Holyoke ten, Chicopee twelve, and Northampton sixteen. Electrics run from the railroad station past the school and connect Westfield with Huntington, Springfield, and Holyoke. The service is excellent, and the program of recitations is so arranged that most pupils residing in adjoining cities and towns can live at home.

Westfield is noted for its fine streets, overarched by stately elms, and for the beauty of the surrounding country. Facilities for healthful exercise, as well as for the out-door study of geography and natural science, are abundant.

BUILDINGS AND GROUNDS.

The normal school building was occupied for the first time April 18, 1892. It is an imposing and commodious structure of red brick, with trimmings of brown stone and Roman-

esque portals, is 140 feet long and 118 feet deep, and contains accommodations for 175 normal students, as well as for 100 pupils of the training schools. The entire building is finished in the best selected quartered oak; the laboratories are liberally supplied with the best of modern apparatus and an abundance of specimens; and the studios, class rooms, and workshop are equipped with all necessary materials for students of the manual arts. The assembly hall is a beautiful room, 60 feet square, with movable desks and chairs; on the walls hang architectural representations of classical structures and reproductions of some of the masterpieces of painting by Rembrandt, Velasques, Michael Angelo, Corot, and Frans Hals. The library contains about 4,000 volumes, and is an effective working collection of well-selected books. Probably no school building in the State has a more complete equipment for preparing teachers to fill positions in the best of modern schools.

Dickinson Hall is a pleasant and comfortable dormitory and boarding hall, located adjacent to the school building, and furnishing accommodations for about 70 students. The gymnasium of the school is located in this building. A fuller description may be found on page 37, under the caption "Dickinson Hall."

TRAINING SCHOOLS.

In the normal school building are three rooms, accommodating 100 pupils of the kindergarten and primary grades of the public schools.

The State has erected a new training school building at a cost of $45,000, on the site of the old normal school on Washington Street, within a stone's throw of Dickinson Hall. This building contains ten class rooms, with ample accommodations for 420 children from grades four to nine inclusive, a library, principal's office, teachers' room, an assembly hall with seats for 500, play rooms, and is furnished with



STATE NORMAL TRAINING SCHOOL.

an electric time service and a liberal equipment for the teaching of all school subjects.

There are available for training purposes in both buildings thirteen rooms, containing more than 500 pupils.

The pupils of the senior class of the normal school are divided into three sections, each section devoting the entire time of one term of thirteen weeks to observation and teaching in the training schools under expert supervision. Thus ample provision has been made for training teachers for the actual work of their profession.

GENERAL AIM OF THE SCHOOL.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school and the course of studies for the State normal schools, as follows: —

> The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing, and teaching the public schools of the Commonwealth.
>
> To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and third, of right mental training.

REQUIREMENTS FOR ADMISSION.

Candidates for admission to any one of the normal schools must, if young women, have attained the age of sixteen years, and if young men, the age of seventeen years, and be graduates of an approved high school (or must have received the equivalent of a good high school education).

PHYSICIANS' CERTIFICATES AND PHYSICAL EXAMINATIONS.

Every candidate is required to present a certificate from a reliable physician, stating that he or she is physically fitted to undertake the contemplated course of study, and giving

information as to any physical weakness the candidate may have. Blank certificates may be found at the back part of this catalogue.

MORAL CHARACTER.

Candidates must present certificates of good moral character. In deciding whether they shall prepare themselves to become teachers, candidates should note that the vocation requires more than mere freedom from disqualifying defects: it demands virtues of a positive sort that shall make their impress for good upon those who are taught.

HIGH SCHOOL RECORD.

It may be said, in general, that if the ordinary work of a good statutory high school is well done, candidates should have no difficulty in meeting the academic tests to which they may be subjected. **They cannot be too earnestly urged, however, to avail themselves of the best high school facilities attainable in a four years' course, even though they should pursue studies to an extent not insisted on or take studies not prescribed in the admission requirements.**

The importance of a good record in the high school cannot be overestimated. **Principals are requested to furnish the normal schools with records of the high school standing of candidates.** While examination or certification is required of all candidates for admission, the main purpose of these is to satisfy the examiners as to the fitness of the applicant to undertake the work of the school. It is entirely unlikely that any one will be rejected who can furnish the endorsement of the principal of a reputable high school.

WRITTEN EXAMINATIONS.

All candidates for the regular and kindergarten courses must pass satisfactory examinations, as indicated below (see also caption following "Admission on certification from high schools").

I. **Language.** — (a) English, with its grammar and literature, and (b) either Latin or French.

II. **Mathematics.** — (a) The elements of algebra and (b) the elements of plane geometry.

III. **United States History.** — The history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

IV. **Science.** — (a) Physiology and hygiene and (b and c) any two of the following: physics, chemistry, physical geography and botany, provided one of the two selected is either physics or chemistry.

V. **Drawing and Music.** — (a) Elementary mechanical and freehand drawing, with any one of the topics, — form, color and arrangement, and (b) music.

GENERAL REQUIREMENT IN ENGLISH FOR ALL EXAMINATIONS.

No candidate will be accepted whose written English is notably deficient in clear and accurate expression, spelling, punctuation, idiom, or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the statement here made and marked accordingly.

ADMISSION ON CERTIFICATION FROM HIGH SCHOOLS.

Candidates from high schools which are on the certificate list of the New England College Entrance Examination Board may be admitted to any of the State normal schools without examination in any subject required for admission in which they have attained a standing of B, or 80 per cent., as certified by the principal of the school. Candidates from high schools not in the college certificate list may be admitted on similar conditions, if the high schools are approved for the purpose by the State Board of Education.

High schools desiring this approval should correspond with the Commissioner of Education, Dr. David Snedden, Boston, Mass.

Graduates of colleges are admitted without examination.

SPECIAL DIRECTIONS FOR THE WRITTEN EXAMINATIONS.

I. LANGUAGE.

(a) **English.** — The subjects for the examination in English will be the same as those agreed upon by the colleges and high technical schools of New England and now quite generally adopted throughout the United States.

Reading and Practice. — A limited number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject-matter and spirit of the books, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of a few topics to be chosen by the candidate from a considerable number set before him in the examination paper.

The books for study in 1909–1912 are: Shakespeare's **Macbeth**; Milton's **L'Allegro**; Burke's **Speech on Conciliation with America**, or **Washington's Farewell Address**; **Webster's First Bunker Hill Oration**; Macaulay's **Life of Johnson**, or Carlyle's **Essay on Burns**.

(b) **Either Latin or French.** — The translation at sight of simple prose or verse, with questions on the usual forms and ordinary constructions, and the writing of simple prose based in part or in full on the passage selected.

II. MATHEMATICS.

(a) The elements of algebra through affected quadratic equations.

(b) The elements of plane geometry.

While there is no formal examination in arithmetic, the



MANUAL ARTS WORKSHOP.

importance of a practical working acquaintance with its principles and processes cannot be too strongly emphasized. The candidate's proficiency in this subject will be incidentally tested in its applications to other subjects.

III. UNITED STATES HISTORY.

Any school text book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history and make themselves familiar with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised, also in English history, so far as this history bears conspicuously on that of the United States.

IV. SCIENCE.

(a) **Physiology and Hygiene.** — The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics, and stimulants upon those addicted to their use.

(b and c) **Any two of the following sciences, — physics, chemistry, botany, physical geography, provided one of the two is either physics or chemistry.** — The chief elementary facts of the subject selected, so far as they may be presented in the courses usually devoted to them in good high schools. It will be a distinct advantage to the candidate if his preparation includes a certain amount of individual laboratory work.

V. DRAWING AND MUSIC.

(a) **Drawing.** — Mechanical and freehand drawing, — enough to enable the candidate to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a freehand sketch of the same in perspective. Also any one of the three topics, — form, color, and arrangement.

(b) Music. — Such elementary facts as an instructor should know in teaching singing in the schools, including major and minor keys, simple two, three, four, and six part measures, the fractional divisions of the pulse or beat, the chromatic scale, the right use of the foregoing elements in practice, and the translation into musical notation of simple melodies or of time phrases sung or played.

IMPORTANCE OF ADEQUATE PREPARATION.

Candidates should measure their duty of making adequate preparation not wholly by the subjects selected and the papers set for the admission examinations, but by the larger demands their chosen vocation is sure to make upon them. The more generous and thorough, therefore, the preparation of the candidate, the greater the likelihood of profiting by the normal school, of completing the elementary course on time, of securing employment after graduation, and of doing creditable work as a teacher.

EQUIVALENTS.

Special cases that raise questions of equivalents will be considered on their merits.

DIVISION OF THE EXAMINATIONS.

Candidates may be admitted to preliminary examinations a year in advance of their final examinations, provided they offer themselves in one or more of the following groups, each group to be presented in full : —

I. French.
II. Mathematics.
III. United States history.
IV. Science.
V. Drawing and music.

Preliminary Examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof, the form of certificate to be substantially as follows : —

_____has been a pupil in the _____School for_____years, and is, in my judgment, prepared to pass the normal school preliminary examination in the following group or groups of subjects and the divisions thereof: —

Signature of principal or teacher,_____

Address,_____

The group known as I. Language (Latin and English) must be reserved for the final examinations. It will doubtless be found generally advisable in practice that the group known as IV. Science should also be so reserved.

While division of the final or complete examinations between June and September is permissible, it is important both for the normal school and for the candidate that the work laid out for the September examinations, which so closely precede the opening of the normal schools, shall be kept down to a minimum. Candidates for the final or complete examinations are earnestly advised, therefore, to present themselves in June.

EXAMINATION DATES.

The admission examinations are held at the several normal school buildings in accordance with the following schedule : —

1911. — Thursday and Friday, June 22 and 23 ; Tuesday and Wednesday, September 5 and 6.

1912. — Thursday and Friday, June 22 and 23 ; Tuesday and Wednesday, September 5 and 6.

TIMES OF ADMISSION.

New classes will be admitted only at the beginning of the fall term, and, as the studies of the course are arranged progressively from that time, it is important that students shall present themselves for duty at that time. In individual cases exceptions to this requirement are permissible, but only after due examination, and upon the understanding that the admission shall be at a time convenient to the school and to such classes only as the candidate is qualified to join.

TUITION AND EXPENSES.

Tuition and text books are free to residents of Massachusetts.

Pupils from other States than Massachusetts, attending normal schools supported by this State, are required to pay at the beginning of each half-year session the sum of $25 to the principal of the school attended for tuition, except that in the Normal Art School the sum paid to the principal at the beginning of the session by each pupil from another State will be $50 for each half-year.

For cost of board, see "Dickinson Hall," below.

STATE AID.

To assist those students who find it difficult to meet the expense of the course, a small pecuniary aid is furnished by the State in varying sums.

Aid is not furnished during the first half-year of attendance, nor to students whose scholarship is unsatisfactory. Applications for this aid are to be made to the principal in writing, and must be accompanied by a certificate from a person competent to testify, stating that the applicant needs the aid.

COURSES OF INSTRUCTION.

This school offers (1) a general two years' course, (2) a three years' course, (3) a kindergarten course, (4) a special course for teachers, and (5) a special course of one year for college graduates.

I. GENERAL TWO YEARS' COURSE.

The general course of study for two years comprises the following subjects: —

1. Psychology, history of education, principles of teaching, methods of instruction and discipline, school organization, school laws of Massachusetts.

2. Methods of teaching the following subjects: —

(a) English, — reading, language, composition, literature, history.

(b) Mathematics, — arithmetic, elementary algebra, and geometry.

(c) Science, — elementary physics and chemistry, geography, physiology and hygiene, study of minerals, plants, and animals.

(d) Drawing, vocal music, physical training, manual training.

3. Observation and practice in the training school, and observation in other public schools.

The amount of work in this course is so great that only those who enter upon it most thoroughly prepared can hope to complete it, with the required practice, in the time assigned to it. Others need not expect to finish it in two years.

For a more detailed account of this course, see pages 21–33.

II. THREE YEARS' COURSE.

The Commissioner of Education and the principal of any normal school may arrange for a third year of study and practice in teaching under supervision for its graduates, when-

ever in their judgment such action is desirable. The object of this course shall be a more complete mastery of the topics arranged for the regular two years' course and further work in the training schools; this work in the training schools shall be under the direct supervision of a teacher of the normal school or of a teacher specially approved for that purpose.

III. KINDERGARTEN COURSE.

The kindergarten course requires two years for its completion. The first year's work is the same as that of the general two years' course, except that child study, sociology and history are substituted for English grammar and geography. During the second year the pupil spends all her mornings in the practical work of the kindergarten, and her afternoons in the study of the theory and the history of the kindergarten.

Every candidate for this course should have not only the qualifications required for admission to the general two years' course, but should in addition have some facility in playing the piano and in singing.

Students pay the cost of materials used by them, but this expense does not exceed ten dollars for the course.

IV. SPECIAL COURSE FOR TEACHERS.

Teachers of three years' experience in teaching, who give evidence of maturity, good scholarship, and of aptness to teach, may, with the consent of the principal and of the Commissioner of Education, select a course which may be completed in one year; and when such course is successfully completed, they shall receive a certificate for the same.

V. SPECIAL COURSE FOR COLLEGE GRADUATES.

College graduates may be admitted to the State normal schools without examination, and may receive a diploma after satisfactorily completing a course of one year, requir-



KINDERGARTEN.

ing at least twenty recitation periods per week and including the advanced pedagogy and practice of the senior year.

Experienced observers of public-school problems are agreed that the high schools can no longer furnish employment for all college graduates who wish to teach. **An increasing number of such graduates must hereafter find their work in the grammar schools.** It is for this class especially that course V has been planned.

GENERAL PLAN OF TWO YEARS' COURSE.

No outline can accurately represent the spirit and method of a school. The following topical arrangement should be understood as merely suggestive : —

PSYCHOLOGY.

There are two courses in psychology, one for the junior and one for the senior year. The work given is in part indicated in the following statement : —

1. Elementary Psychology. — This course includes (*a*) the grosser anatomy and the physiology of the central nervous system ; the sense organs and their hygiene ; (*b*) the elementary and more complex mental processes in their development and connections ; (*c*) the physical basis of mental growth and development ; (*d*) several papers on personal reminiscences by each member of the class ; (*e*) the study of and report on some standard reminiscent study or life. Angell's **Psychology** is used as the text, with free use of other standard elementary texts.

2. Child Study or Genetic Psychology. — A study of some of the chief features in the physical and mental life of the child from the genetic standpoint ; the beginnings of mental life in the child and in animals ; the conditions of mental development ; the development of motor control and ability ; perception and apperception in their development and edu-

cational bearings; attention and will in development and in education; and other types of mental activity in the same method of treatment as time may make possible. Most of the classic studies in this subject are available for this work, and many of the striking results of the great studies have been charted and are used in the department.

HISTORY OF EDUCATION.

1. **American Education.** — (About fifteen lessons, the first two or three being inductive and without any assigned reading.) — The Massachusetts public school system, historically and descriptive; the beginnings of public education in New York, Pennsylvania, Virginia; in the west, in the south, in the northwest; higher education of women in America: the origin and development of normal schools in the United States; the influence of European thought and practice; educational extension; American educational biography, (*a*) one man and (*b*) one woman; the movement for industrial education.

The standard texts are available for this work in the history of education which consists of about thirty-seven lessons spread over the entire junior year. Paul Monroe's *Textbook* and *Briefer Course* are used as general guides.

2. **European Education.** — Greek, Hellenistic, and Roman education in theory and practice; the aim in each nation and the adaptability of the means used to the attainment of the aim; the value of the aim in each case; Jewish education; early Christianity and education; mediæval education, culminating in the Renaissance and humanism; these latter as containing the germs of modern philosophy, modern education, and the newer theory of life; educational criticism and the practice of the "innovators;" the constructive educators from Comenius to Herbart and Herbert Spencer; the shifting emphasis in educational theory and practice as seen in the various standpoints of verbalism, realism, naturalism, and



BIOLOGY LABORATORY.

the disciplinary, psychological, and sociological theories of education. The work requires assigned reading and reference work, reports, and extensive reading of the educational classics of Comenius, Rousseau, Pestalozzi, Froebel, Herbart, Spencer, Horace Mann, etc.

The standard texts and classics are available for this work. Paul Monroe's *Text-book* and *Briefer Course* are followed in the main and freely consulted as texts. The course consists of about thirty-seven lessons.

PEDAGOGY, SCHOOL LAW, AND SCHOOL MANAGEMENT.

The application to teaching of the principles developed in the course in psychology and the history of education outlined above; a study of methodology; a systematic and critical examination of the opinions of leading educators on school organization and economy; a study of the principles and art of school government, both from the standpoint of the adult and of child study, with special reference also to the use of school discipline as an agency in the moral culture of the child; the discussion of the curriculum of elementary schools; the preparation on pedagogical and hygienic principles of programs for graded and ungraded schools; lectures on such portions of the school laws of Massachusetts as are needed to enable the teacher to know the rights and the duties of her profession; the theory of the proper heating, ventilating, and lighting of schoolrooms, with practical suggestions for the same; frequent conferences with pupils teaching in the training schools.

METHODS.

The schoolroom application of the work in arithmetic, literature, history, etc.; phonetics; primary reading; story telling; board work; the art of adult reading, silent and oral; preparation of bibliographies in the subject-matter of the first six grades of school life, etc.

SOCIOLOGY.

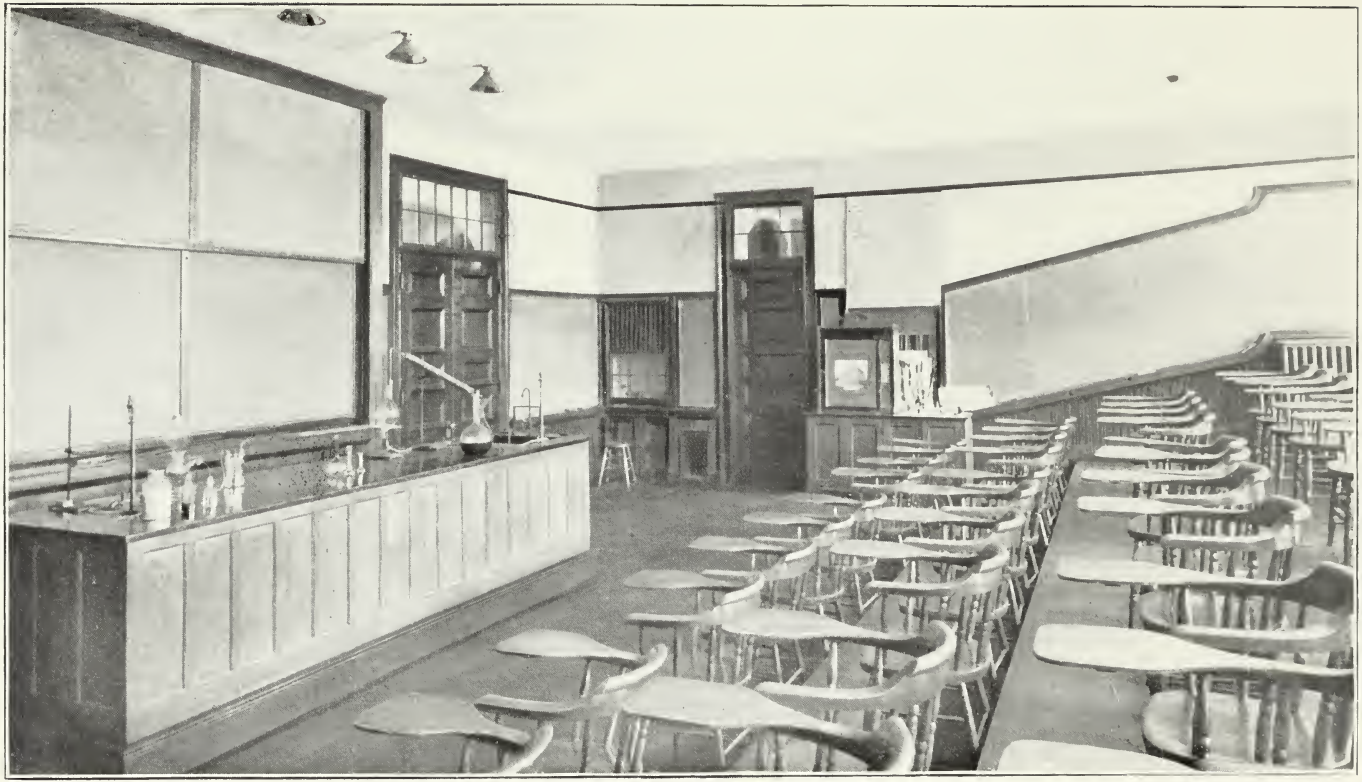
The course covers one term in the senior year and involves several kinds of work and as many ways of doing it: (a) from five to eight formal lectures by the instructor; (b) class discussions on assigned readings from the texts; (c) an individual study of and a written report by each student on some one of the list of topics, which is expected to treat the subject as exhaustively and intensively as the time and the materials will allow.

Some of the subjects treated in an elementary manner in (a) and (b) are these: the causes that have contributed to the rise of the science of sociology; the nature, aim, materials, and method of the science; the rise and function of the leading social institutions; the social ideal and the social spirit; social pathology, therapeutics, and hygiene; the sociology of the teaching profession.

Some of the topics from which selections are made for the work under (c) are these: retardation in the schools; child labor in America; the criminal and his treatment; poverty and its causes; Dickens and his services for childhood; the professional institutions (after Spencer and Bryce); juvenile reform schools; social and university settlements; Chadwick and public hygiene in England, together with the rise of State boards of health in America; the social teaching of Joseph Mazzini; some phases of the race problem in America; some social Utopias; the rural school problem; industrial education; the wage-earning woman; home economics; co-operation amongst laborers; prisoners and prison reform.

BIOLOGICAL SCIENCE.

Preparation. — Field and laboratory work are combined with a thorough class room drill in the best pedagogical methods for the presentation of biology in the graded



SCIENCE LECTURE ROOM.

schools. The out-of-door study is supplemented by the use of aquaria, vivaria, a practical school garden, and similar helps. As an aid for preparation the school possesses an excellent reference library in science, an abundance of working material in both plants and animals, and a valuable cabinet collection, all of which it may be fairly said are unsurpassed by other schools of like rank.

Equipment. — Among the cabinet and working material especial mention should be made of the Scott collection of local birds and their eggs, prepared and presented by a former principal of the school, and including all the common New England species; the stuffed fishes, both salt and fresh-water forms; the insects, which are particularly rich in dragonflies and the various species injurious to vegetation; the fresh-water mussels, presented by the United States Bureau of Fisheries, and one of the finest collections in America; the tropical fruits, including blossoms, buds, and perfected fruits of nearly all the kinds that possess commercial value; a very full and choice set of mounted native seaweeds and an equally fine herbarium of local plants; a series of charts, casts, and models illustrating human anatomy, and a full set of histological preparations, showing the structure and tissues of the human body; and, finally, a particularly extensive working collection of ores, minerals, rocks, and fossils.

Course of Study. *Autumn.* — The topics making up the course are arranged according to the season. At the opening of school in September work is begun on the general characteristics of plants and animals, special attention being paid to habits, modes of life, and economic relations. Types are selected from the local fauna and flora, with which the pupils are required to become acquainted from actual observation. The economic value of the facts thus secured are then discussed in the class room, together with the best methods of presenting such work in the graded schools.

Later in the fall especial attention is given to the preparation made by plants and animals for passing the winter, and practical demonstrations are worked out by the pupils in the school garden and in the fields.

Winter. — Life itself is next considered, together with its principal manifestations, and the laws of heredity and transmission. This introduces the physiology and hygiene of the human body.

So far as is necessary anatomy is illustrated by models and casts, while microscopic structure is demonstrated by a large collection of finely stained sections. But only so much of such work is given as is necessary for a rational understanding of hygiene and the many practical questions concerning bodily health about which every teacher should be well informed. With this latter purpose in view, the germ theory of disease; the treatment of contagious diseases in the school-room; the problems of vaccination, disinfection, quarantine, and school sanitation; the transmission of various diseases by animal and insect agencies; the value of hospitals, sanitariums, and pest-houses; the necessity for good drinking water, hygienic cooking, and sanitary clothing; a rational and orderly presentation of the effects produced by alcohol upon the body and mind; the physiological influence of the mind upon the body, and many other important phases of hygiene are carefully and thoroughly discussed. As thus presented, the faithful student is furnished with a fund of information which will be of the greatest practical value in her own life and in her work as a teacher.

Spring. — As spring opens, attention is naturally directed to the awakening life everywhere manifest, the opening buds and sprouting seeds, the returning birds, and the emergence of various animals and plants from their winter hibernation. The latest and most improved methods of bird study are presented, and the frogs' eggs are used as types of animal development.

Among the plants, typical flowers are taken as they appear, and are studied with reference to their plan and structure, their parts and the functions of each, inflorescence, fertilization and growth, and finally the fruit. Special attention is given to economic plant products, such as tropical fruits, spices, india rubber, vegetable oils, drugs, medicines, dye-stuffs, etc.

Enough work is also accomplished with the common flowerless plants, mosses, lichens, fungi, and the like, to enable the student to recognize their great value in the economy of nature, and to deal intelligently with them in the graded schools.

The value of our forests and the uses of the various kinds of lumber are closely related with the work in manual training.

In the field work the students are taught to utilize their immediate surroundings; by this method they are certain of obtaining an abundance of material wherever they may chance to teach.

A course in natural science for elementary schools is outlined, and instruction is given in obtaining, preparing, and using suitable materials for class-room presentation.

PHYSICS.

Physics is presented with a two-fold aim. Its culture value is beyond question; its practicability appears on every hand. From the culture side the student becomes familiar through actual experience with the leading physical discoveries of the day. The laboratory is well supplied with a large amount of apparatus for demonstrating theories of sound, light, and many applications of electricity, among which may be mentioned the X-rays and wireless telegraphy according to the Marconi system.

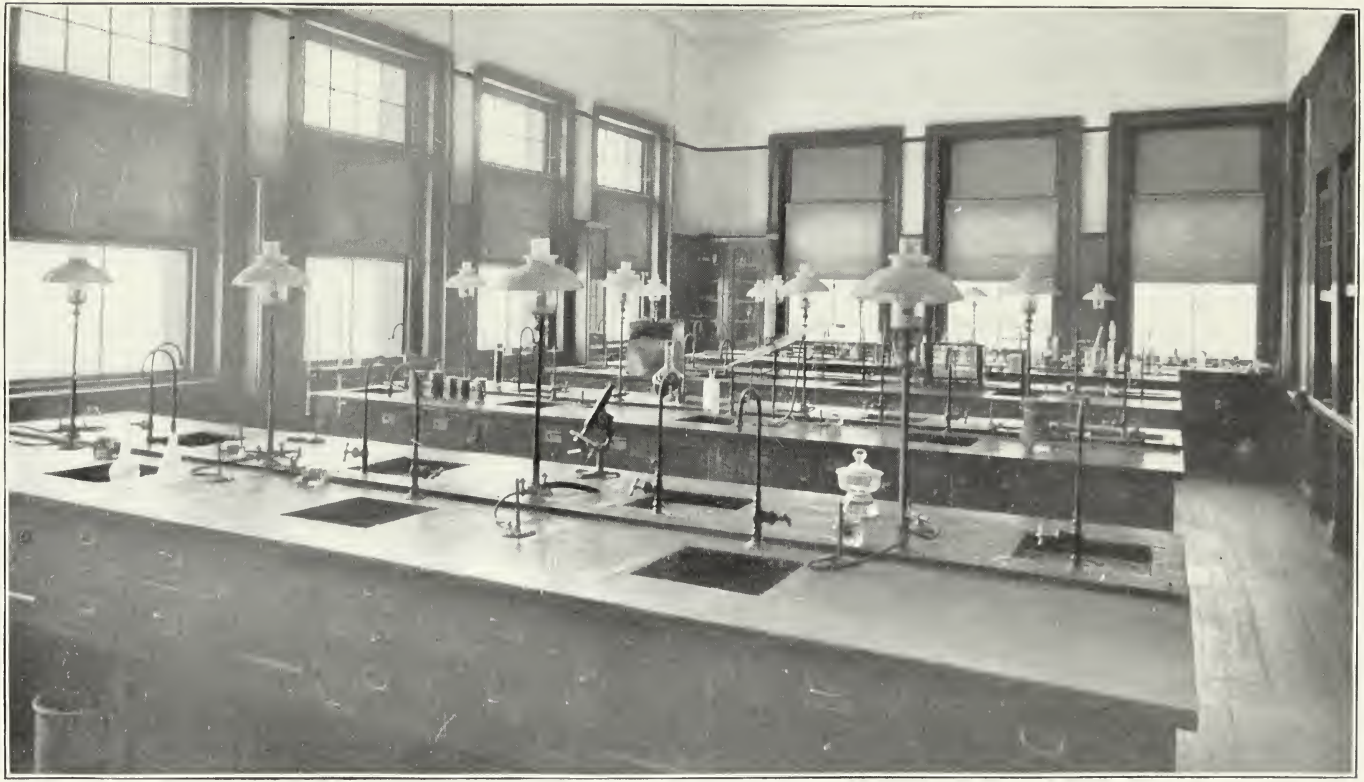
The course consists of twenty-six recitation periods, with an equal amount of time given to laboratory work. Laws

governing some of the utilities of life are derived from the investigation of various appliances, for example, the sewing machine; water motor, electric motor, gas engine; efficiency of the fireless cooker used both as a cooker and as a refrigerator; efficiency of the various types of vacuum bottles; relative efficiency of gas, kerosene, electric, and alcohol stoves; cost of illuminating by various types of gas burners, electric lights, kerosene, and alcohol. Much opportunity is given for applied mathematics, and the rational interpretation of formulæ. After the course has been satisfactorily finished, the student should be able to present clearly to her pupils such parts of the subject as seems desirable.

The aim of the course is to give the student that intelligent information which is the valuable asset of the successful teacher.

CHEMISTRY.

To the prospective teacher health is of the greatest importance; under ordinary circumstances a sound body means a vigorous mind, industrious habits, and a cheerful disposition. The systematic study of few sciences has so direct a bearing as has chemistry in teaching students to appreciate properly their own bodies and to guard themselves against the quack nostrums and questionable remedies of daily life. Foods, beverages, drugs, and medicines are analysed, and helpful as well as harmful properties determined. A knowledge of the dangerous effects of acetanilid preparations has well-nigh driven out the use of grippe and headache powders among the students of this school; while the fact that the local board of health depends in some measure upon analyses made by students in this course gives importance to the tasks undertaken, fosters care in the working habits of students, and inspires them with the sense of responsibility which every good citizen should have. The analysis of water and milk; the determination of the amount of alcohol in patent medicines, "soft drinks," and other beverages;



CHEMICAL LABORATORY.

the search for coal-tar products, etc., — these are other applications of the efforts made to provide for the physical well-being of students through a knowledge of chemical laws; while the removal of stains, the preparation of essences, perfumes, etc., and correlation with the department of manual arts whereby materials to be used in that department are dyed or otherwise prepared, are illustrations of the "practical" turn given this science, whereby a considerable saving of money to the student is made possible. It is believed that the knowledge thus gained, through the missionary work of students who become teachers, will reach thousands of pupils, to their permanent advantage. In a word, the aim of this course is to create, if necessary, and to foster a real interest in the great science of chemistry; to give a broader outlook on life, and to create a belief that every teacher is a real factor in the busy, living world; and to furnish the thoughtful, painstaking student with information by which she can keep both body and mind in an alert, healthy condition.

GEOGRAPHY.

The work in geography covers two terms in the junior year. The following outline is suggestive of the work that is attempted : —

1. Home geography : what subjects are appropriate, how to work them out and teach them to the children of the proper grade.

2. Larger type studies as a basis of unification in geography. These types are chosen from the United States and Europe.

3. Geographic forces, especially as seen in the United States and Europe.

4. The physiographic structure of North America and Europe, with brief comparative study of the other continents.

5. The economic and commercial geography of the United States and Europe in brief outline.

6. The earth and man in their more significant interrelations.

THE LANGUAGE ARTS.

Reading. — A study of the principles underlying the art of good reading, both silent and oral.

English Grammar and Composition. — A review of the principles of English grammar as an aid to correct speaking and writing; an examination of the common mistakes in oral and written speech, with constant practice in the spelling of words persistently misspelled; a study of correct usage in social forms; with an effort to develop, by practice and comparison with the works of the best writers of English, an ability to frame paragraphs and compositions.

English and American Literature. — A study of the world's classics from the standpoint of the child, and an effort to make prospective teachers familiar with the literature of childhood, — that literature which is finding a place in the best elementary schools of America. Such time as may be left will be devoted to an appreciative consideration of the literary productions an acquaintance with which is held to be the characteristic of a well-informed, cultured woman and teacher.

HISTORY.

United States History and Civics. — No teacher is worthy a place in the public schools who is not reasonably familiar with the history and government of the United States. Technicalities will be avoided; effort will be made constantly to awaken an interest in the life of the people, not only by paying attention to the industrial and social development of the nation, but also by comparing life to-day — travel, education, amusements, etc., — with the corresponding features of American life in the past. This subject

should give a peculiarly valuable training in the use of books and the preparation of special topics.

General History. — A study of the way history has grown, the myths and legends of the past and their relation to the history and literature of to-day; the acquisition of a skeleton of history, ancient, mediæval, and modern; and a special study of the great characters and events in the history of all nations, with the purpose of adapting it to the needs of school children, particularly those in grades III. to VI. An effort will be made to make students familiar with those publications which are used by children in the best schools.

MATHEMATICS.

Arithmetic. — The aim of this course is to give students a thorough familiarity with arithmetical processes and a logical method of presenting the subject, as well as to teach them to be self-reliant, efficient, accurate, and quick to appreciate and apply. The importance of the reason for processes and methods, and the way in which a child may be led to discover and apply them; a criticism of text books in arithmetic; a study of diagrams as an aid in developing mathematical concepts; the use and abuse of short cuts, — these are some of the topics presented in this subject.

Algebra. — The course in algebra aims to develop a facility in the use of algebraic processes and a thorough understanding of the reasons underlying every operation.

Geometry. — A study of lines, angles, and surfaces with reference to their applications in every-day experience, with considerable practice in the use of simple instruments.

MUSIC.

The aim in the presentation of music is to make students proficient in singing and teaching such musical selections as are taught in the first six grades of the public schools. This

is done through actual individual singing of the slips of the Weaver Music System, supplemented by such information and practice as is required by the series under consideration, such attention to musical notation as may be necessary, and practice in teaching the same to normal school students. Much attention throughout the course is paid to the mechanics of music, to voice culture, ear training, and musical appreciation.

PHYSICAL TRAINING.

The work in physical training affords an opportunity for regular and systematic exercise in the gymnasium and on the campus. It includes the Swedish drill of free standing exercises, marching, running, jumping, carefully selected movements upon stationary apparatus, games, folk, and æsthetic dancing. The campus affords an opportunity for out-of-door recreation in tennis, basket ball, etc.

MANUAL ARTS.

These courses include various projects or problems which have in view the unification of the studio and the shop, and their relation to the public. The work aims to develop in the student analytic and synthetic views of the subject. The former gives a knowledge of the principles of representation in the outline, light and dark, and the use of color.

The history of architecture, sculpture, and painting, and the study of the mediums used in the hand work, are noted with reference to their bearing upon our present social problems. The principles of beauty in line and color and form are taught as a basis for the synthetic method in picture study and design.

The creative side is emphasized in the belief that in the field of design lies the greatest number of human interests. Applications of the principles of beauty are made in all

phases of school work and social life, and to different branches of the local trades. The subject-matter is analyzed and arranged for the grades of the elementary schools, and outlines, lesson plans, models, and practice teaching are required of all students in this department.

PROGRAM OF SUBJECTS IN TWO YEARS' COURSE.[1]

JUNIOR YEAR.[2]

Fall Term.		Winter Term.		Spring Term.	
Arithmetic,	4	Arithmetic,	4	Botany,	4
Drawing,	4	Drawing,	4	Drawing,	4
Grammar,[3]	4	Geography,[3]	3	Geography,[3]	2
Gymnastics,	2	Gymnastics,	2	Gymnastics,	2
History of education,	2	History of education,	1	History of education,	1
Music,	2	Music,	2	Music,	2
Psychology,	2	Pedagogy,	1	Pedagogy,	1
Zoölogy,	4	Psychology,	2	Physics,	2
		Physiology,	4	Psychology,	2
	24		23		20

[1] The following schedules have been given during the last three years. Important changes are likely to be made during the school year 1911-12.

[2] The school year is divided into three terms of thirteen weeks each.

[3] Junior kindergartners omit English grammar and geography, and substitute sociology, history of United States and child study with the seniors.

SENIOR YEAR.

Section A in Training School.	B.	C.	Section B in Training School.	A.	C.	Section C in Training School.	A.	B.
Chemistry,	–	4	Chemistry,	4	–	Chemistry,	–	4
Child study,	2	2	Composition,	3	3	Child study,	2	–
Composition,	3	–	General history,	–	4	General history,	4	4
Geology,	–	4	Geology,	4	–	Geology,	–	4
Gymnastics,	2	2	Gymnastics,	2	2	Gymnastics,	2	2
History of United States,	4	4	History of United States,	4	–	Literature,	3	3
Manual Training,	3	3	Literature,	–	3	Manual training,	3	3
Mathematics,	4	–	Manual Training,	3	3	Mathematics,	4	–
Music,	2	2	Mathematics,	–	4	Music,	2	2
School management,	1	1	Music,	2	2	School management,	1	1
Sociology,	2	–	School management,	1	1	Sociology,	2	–
			Sociology,	–	2			
	23	22		23	24		23	23

DISCIPLINE.

Whoever aspires to the responsible office of teacher should habitually practice self-control. This doctrine furnishes the key to the disciplinary policy of the school. Pupils are treated with confidence, and to a large extent the government of the school is left in their hands. Almost no rules are made, but it is the constant effort to create such an atmosphere that to follow the best ideals shall be easy and natural.

Regular attendance, good behavior, and loyalty to the best interests of the school, are necessary to successful work and are expected of all.

The power of suspension for misconduct and of removal from school for failure to do properly the work of the school is lodged in the principal, with an appeal to the Commissioner of Education.

LECTURES AND CONCERTS.

An effort is made every year to quicken a school spirit and interest, to educate through the social instinct, and to bring students into contact with people of reputation in lecture and concert fields. The program for 1911 has been as follows: —

Musical course, — a series of six lectures, by Prof. Thomas Whitney Surette, New York City.
- How to listen to Music.
- Folk Songs.
- Beethoven.
- Beethoven.
- Shubert.
- Die Meistersinger.

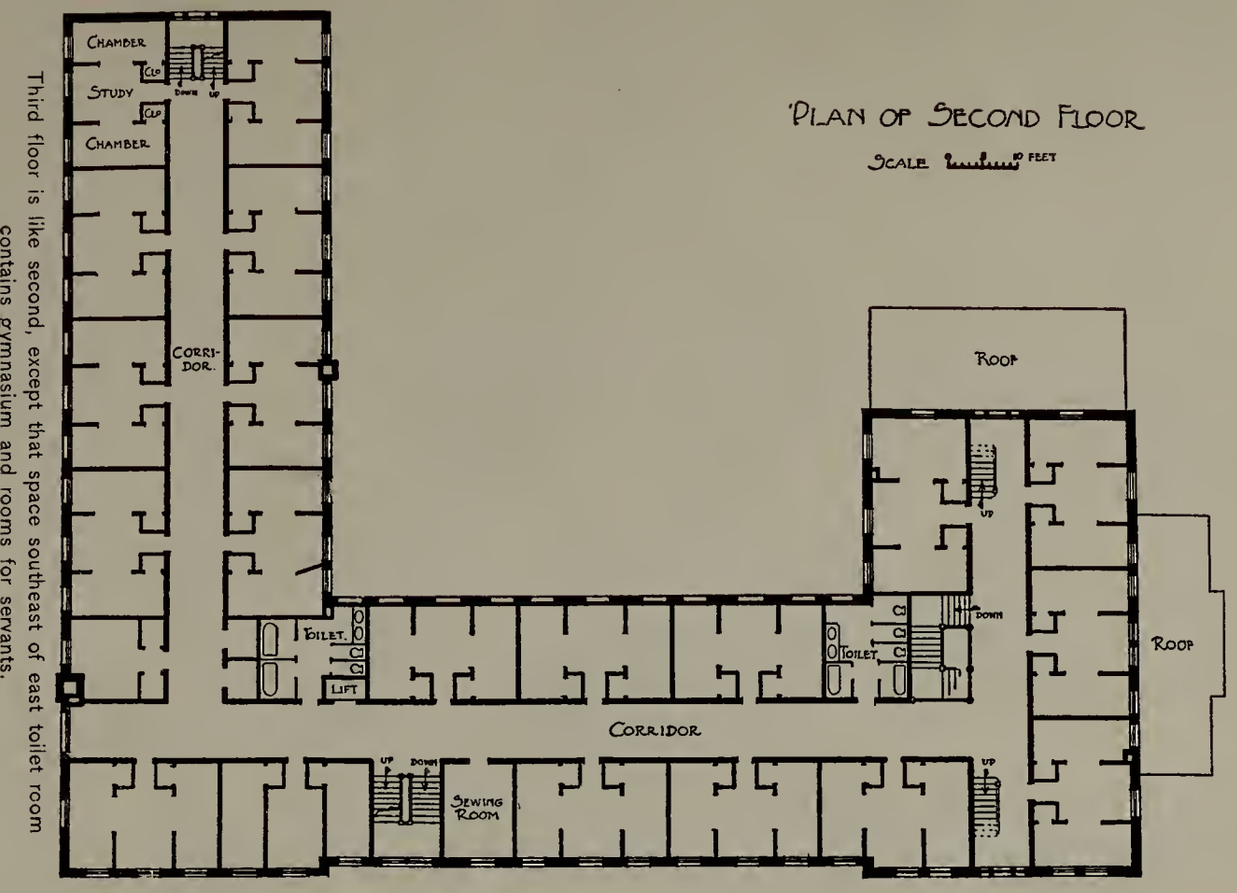
Lecture, — Alaska, by George W. Miner, Westfield.

Lecture, — Impressions of European Schools, by Mr. Will S. Monroe, State Normal School, Montclair, N. J.

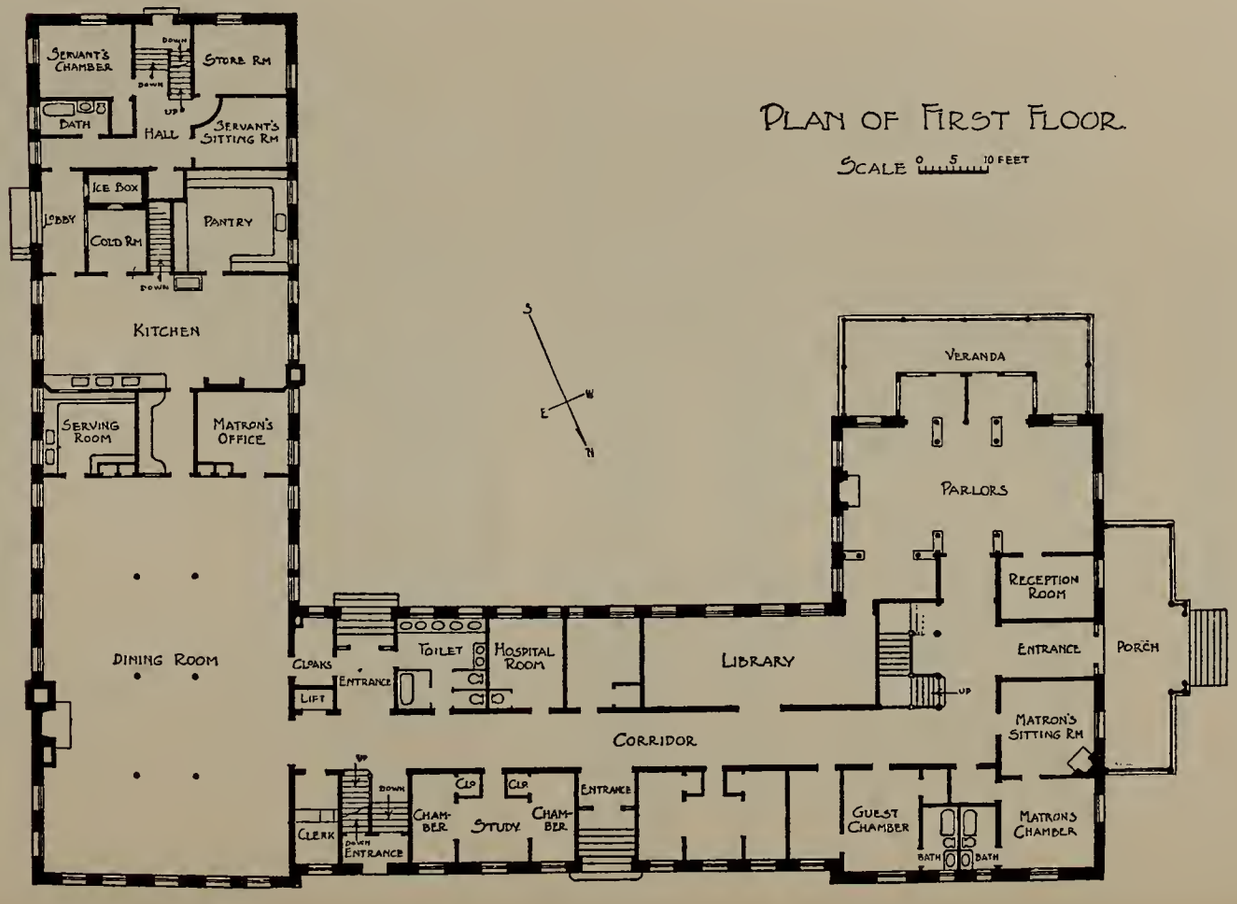
Lecture, — How Woman Suffrage works in Colorado, by Mrs. Helen Loring Grenfel, Denver, Col.



Third floor is like second, except that space southeast of east toilet room contains gymnasium and rooms for servants.



DICKINSON HALL.



DICKINSON HALL.



DICKINSON HALL.

Lecture-recital, — Children's Songs, by Miss Victoria Sordoni, New England Conservatory of Music, Boston.
Lecture, — Pompeii, by Prof. George Sawyer Kellogg, New York City.
Lecture, — Stories of Irish Fairy and Folk Lore, by Mr. Seumas MacManus, New York City.
Lecture, — The Panama Canal, by Mr. Farnham Bishop, Cambridge.
Graduation address, — Loyalty, by M. L. Burton, Ph.D., D.D., President of Smith College.

GRADUATION, DIPLOMAS, AND CERTIFICATES.

The satisfactory completion of any one of the five courses previously described entitles the pupil to receive a diploma or certificate of graduation. Those who for any reason are unable to do all the work of a course will, on application, receive a certificate stating the exact amount of work done. Those who complete Course IV. receive certificates, not diplomas. The course taken by college graduates determines whether they receive certificates or diplomas.

DICKINSON HALL.

MRS. CHARLES B. WILSON, MATRON.

Dickinson Hall is the name given the new normal dormitory, which was used for the first time in September, 1903. It is in charge of the principal, and is a commodious, well-lighted school home, with accommodations for 75 students. Rooms will be assigned once each year, two students occupying a suite of three rooms. Whenever possible, students should indicate their choice of room-mate. In all cases those desiring rooms should notify the matron as soon as possible after their admission to the school.

The price of board in the boarding halls connected with the normal schools of the State is $160 for the school year, payable in advance as follows; $40 at the beginning of the school year in September; $40 on November 15; $40 on February 1; and $40 on April 15.

This rate includes board, furnished room (except as below), steam heat, gas, and laundry, for such time as the school is in session and for the Thanksgiving recess, but for no other recess or vacation. Pupils whose homes are at a distance may, on permission of the principal, remain at the hall, during any vacation, except the long one in the summer, on payment of the additional sum of $4 per week during such vacation. The hall is closed during the summer.

When pupils leave the school before the expiration of a term, money paid in advance will be refunded pro rata, but **no deduction will be allowed for the first week of absence.**

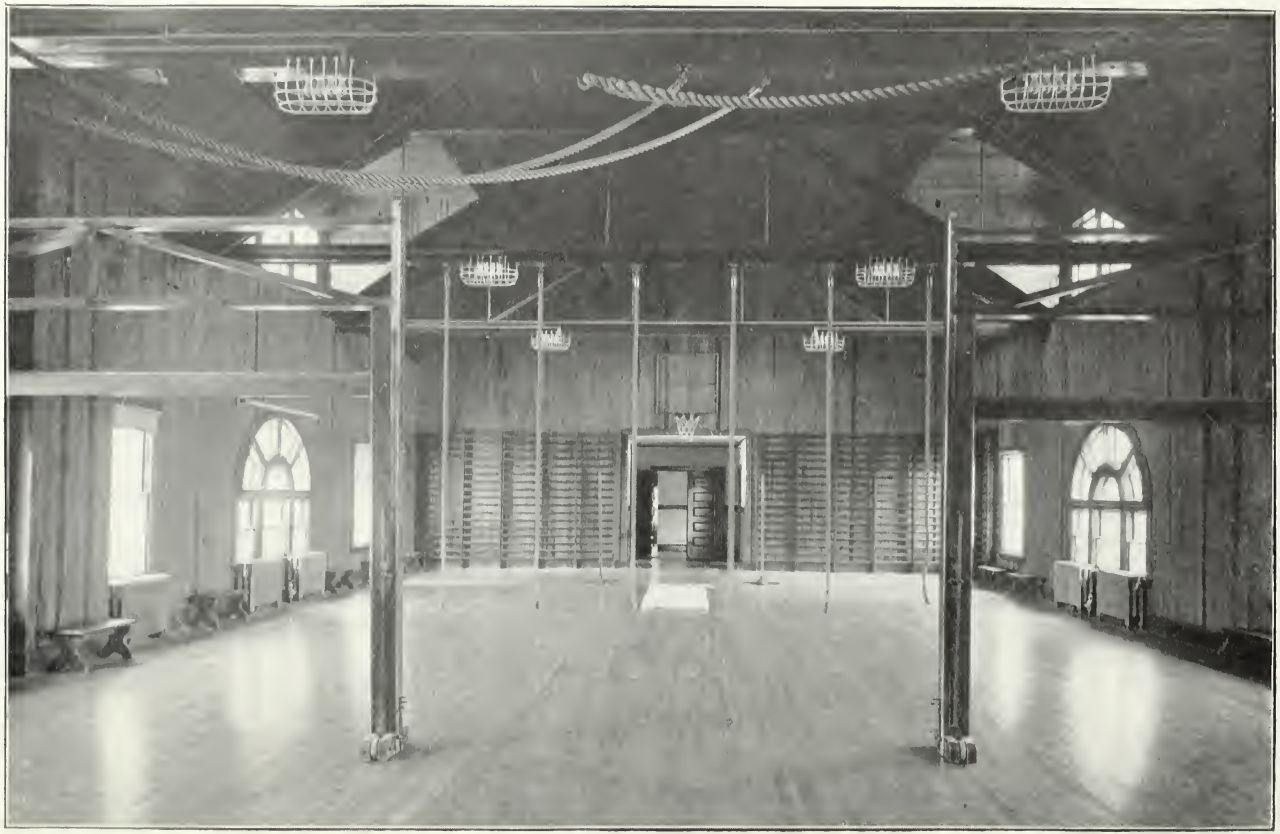
Each boarder is required to bring towels, napkins, a napkin-ring, three pillow slips, four sheets for three-quarters bed (54 inches by 90 inches), two clothes-bags, and blankets. The school does not provide curtains, bureau or commode covers. Coverlets and art squares are furnished by the school.

All articles sent to the laundry must be distinctly marked with the owner's name in indelible ink. Initials will not answer.

Visitors can have good accommodations at $1 per day or $5 per week; dinner, 35 cents; supper or breakfast, 25 cents; lodging, 50 cents.

Whenever more pupils apply for rooms than can be cared for in Dickinson Hall, the principal will find places for those who cannot be accommodated; but all charges in excess of the regular price must be paid by those who are obliged to room outside the dormitory.

In Dickinson Hall the State has tried to provide for the comfort and convenience of its pupils. In the basement space has been set aside for a laundry, which shall be exclusively for students' use; set tubs, wringers, ironing boards, etc., are furnished. On the second floor a room equipped with sewing machines gives an opportunity to economize in the making of the simpler articles of feminine apparel to



GYMNASIUM.

such as may care to use it. On the third floor a gymnasium has been provided; school work in gymnastics is given in this room; the gymnasium is also the general meeting place of the students, where evening entertainments may be held. A commodious library and reading room, the reception room and parlors, hospital, and dining room are situated on the first floor.

The building is substantially made of buff brick; the interior finish is of ash in the natural wood, and the floors are of maple. The hall is heated by steam and lighted by electricity, and every possible precaution is taken to secure it from danger by fire. A private fire alarm box connects it with the central fire station of the town, which is situated near by; extinguishers and grenades are provided on every floor; electric gongs for alarming pupils have been installed; and a watchman patrols every part of the building once every hour during the night.

Pupils who do not live in Westfield and who do not return to their homes daily are expected to board at Dickinson Hall. All other students who wish to board with relatives or to work for their board in private families must first secure permission from the principal.

EMPLOYMENT OF GRADUATES.

The demand for graduates of this school is greater than the supply. During the past year the principal has received many requests for teachers to which he has been unable to respond.

In the interest of graduates of this school who desire to secure better positions, and of school committees and superintendents who are seeking teachers, the principal requests that former pupils will keep him informed of their addresses and of their wishes for future work. He will keep at his office as complete a directory of graduates as possible, and hopes to be serviceable alike to employers and employed.

If alumnæ sending their addresses will also forward testimonials of success, the principal can act for them more intelligently.

It should be distinctly understood that the principal guarantees no positions, and declines to recommend any teacher whom he does not personally know to be successful. In all cases, however, he will gladly furnish the names and addresses of all eligible teachers to inquirers, leaving to them the responsibility of investigation and action.

As complete a record as possible of all future graduates will be kept, showing their scholarship, training, experience before entering the normal school and in the training schools, and general qualifications for teachers' positions, together with such testimonials of success in teaching as may be filed from time to time. Such data will be considered entirely confidential, and will be accessible only to superintendents and school committees.

GENERAL REMARKS.

The demand of the hour is for professionally trained teachers, and, both for the good of the schools and for their own advantage, all intending teachers are urged to prepare themselves by a special course of training in some school established for the purpose.

Teachers who wish to profit by the regular class-room instruction in any department are invited to join the school temporarily during their vacations and at such other times as may be convenient. The school aims to be helpful. No charge will be made for tuition or text books, and, if reasonable notice is given, such students can usually be accommodated at Dickinson Hall at $4 per week.

This school is always open to the inspection of the public. A cordial invitation is extended to teachers, school committees, and superintendents to visit at their convenience.

For catalogues, specimen examination papers, or any information address the principal at Westfield.

STUDENTS.

GENERAL TWO YEARS' COURSE.

SENIORS.

Ballou, Audna M., 98 Pleasant Street, . . Holyoke.
Bartlett, Ruth A., ... Middlefield.
Bradley, Margaret M., 46 Allyn Street, . . Holyoke.
Callahan, M. Grace G., 93 Jackson Street, . Holyoke.
Casseles, Anna E., 93 Florence Street, . . Springfield.
Clancey, Anna C., 41 High Street, . . . Milford.
Cochrane, Margaret, 58 Winsor Street, . . Ludlow.
Colburn, Hazel H., 43 Acushnet Avenue, . . Springfield.
Colvin, Gertrude I., 22 Pasadena Street, . . Springfield.
Connelly, Kathryn C., 286 Tyler Street, . . Springfield.
Craig, Myrta A., 90 Calhoun Street, . . . Springfield.
Curran, Catherine C., 89 Pleasant Street, . . Holyoke.
Curran, Mary E., ... Wheelwright.
Custer, Theresa L., 543 Westfield Street, . . Mittineague.
Daly, Mary C., 53 Chestnut Street, . . . Holyoke.
Dillon, Beatrice L., 80 Central Street, . . Palmer.
Donahue, Elizabeth B., 7 Chestnut Street, . Holyoke.
Downs, Ada, 54 High Street, ... South Hadley Falls.
Duffy, Rose A., South Main Street, . . . Palmer.
Fitzgerald, Mae C., 3 High Street, . . . Bondsville.
Giblin, Anna M., 76 Cambridge Street, . . Springfield.
Gorham, Eva R., ... Huntington.
Gove, Eva L., 72 Winsor Street, ... Ludlow.
Guinasso, Theresa N., 7 Bush Street, . . Westfield.
Harvey, Ruth M., 99 St. James Avenue, . . Springfield.
Heinritz, Grace L., 624 East Street, . . . Holyoke.
Horr, May E., ... Enfield.
Howe, Helen A., 12 Shirley Street, . . . Worcester.
Howes, Mabel B., 6 Thorpe Avenue, . . . Holyoke.
Hyde, Leila E., 18 South Street, ... Williamsburg.
James, Lillian A., 661 White Street, . . . Springfield.

James, Maybelle C., 155 Florence Street, . . Springfield.
Keenan, Julia F., 454 Chestnut Street, . . Springfield.
Keife, Florence, 39 Day Avenue, . . . Westfield.
Kelso, Edith B., ... Montgomery.
Kervick, Anna M., 96 Ashley Street, . . . Springfield.
Lally, Catherine R., 72 High Street, . . . Milford.
Long, Anna L., Morgan Street, ... South Hadley.
Lynch, Mary F., 41 Hayward Street, . . Milford.
Martin, Edith C., 27 Lemuel Avenue, . . Chicopee.
Miller, Eva P., 8 Walnut Street, ... South Hadley Falls.
Moriarty, Ella J., 51 Sheldon Street, . . . Springfield.
Nute, Emily W., ... North Conway.
Nye, Mabel E., ... Blandford.
O'Connell, Frances M., 271 Front Street, . . Chicopee.
Ody, Ruth N., 731 Worthington Street, . . Springfield.
O'Neill, Rosemary, 29 Wendell Avenue, . . Springfield.
Payne, Ella M., 28 Cabot Street, . . . Holyoke.
Pease, Elizabeth C., ... Wilbraham.
Porter, Florence M., 46 Vinton Street, . . Springfield.
Putnam, Gladys, Field Street, ... West Springfield.
Quirk, Mary E., 5 Main Street, ... Bondsville.
Ripley, Lena B., ... Chester.
Sampson, Florence I., ... Thorndike.
Sanford, Lucretia F., City View, ... Westfield.
Searle, Olive M., Springdale Avenue, . . . Westfield.
Shea, Agnes K., 51 Green Street, . . . Bellows Falls, Vt.
Shipman, Linda M., 205 St. James Avenue, . Springfield.
Spaulding, Olive M., 9 Clark Street, . . . Westfield.
Stedman, C. Ruth, 307 Locust Street, . . Holyoke.
Sweeney, Alice R., 29 Brookline Avenue, . . Springfield.
Tagan, Rose I., 20 Chapel Street, . . . West Warren.
Taylor, Mabel A., 20 Main Street, . . . Williamsburg.
Timson, Hazel H., ... Leominster.
Wallis, Ethel L., Western Avenue, . . . Westfield.
Webb, Maude C., 33 Churchill Street, . . Springfield.
Welch, Mary A., ... West Granville.
Wright, Evelyn J., 45 Bay Street, . . . Springfield.

KINDERGARTEN COURSE.

SENIORS.

Briggs, E. Wilda, ... Great Barrington.
Guinasso, Ida K., 7 Bush Street, . . . Westfield.
Hallbourg, Elaine W., 60 Day Avenue, . . Westfield.
Hillabrandt, Beulah E., ... Chester.
Hotchkiss, Dorothy, 26 Pleasant Street, . . Westfield.
Kenyon, Irene, 14 Lafayette Street, . . . Springfield.
Lombard, Edna B., 20 Johnson Street, . . Springfield.
Seymour, Mildred, 9 Green Avenue, . . . Westfield.
Stiles, Mildred A., 78 Sandford Avenue, . . Plainfield, N. J.

TEACHERS' COURSE.

Cranson, Ethel M., ... Williamsburg.

GENERAL TWO YEARS' COURSE.

JUNIORS.

Armstrong, Dorothy, 234 Main Street, . . West Springfield.
Baker, Alice G., 253 Walnut Street, . . . Holyoke.
Barry, Margaret C., 8 Columbia Street, . . Westfield.
Bligh, Lillian M., 54 Howard Street, . . . Pittsfield.
Brearley, 553 Union Street, ... Springfield.
Burtiss, Lillian V., ... Great Barrington.
Carr, Ellen M., Springdale, ... Westfield.
Carroll, Irene M., 6 Cottage Avenue, . . . Holyoke.
Charters, Marion L., ... Hatfield.
Craig, Ruth E., 15 Mapledell Street, . . . Springfield.
Cunningham, Helen E., 62 Tenth Street, . . Springfield.
Daly, Frances A., 31 Lillian Street, . . . Springfield.
Dearborn, Emma, 69 Western Avenue, . . Westfield.
Dempsey, Elizabeth, Western Avenue, . . Westfield.
Donahue, Ruby P., 15 Washington Avenue, . Holyoke.
Drake, Ruth H., 59 Pochassic Street, . . Westfield.
Eger, Ruth P., Glendale, ... Easthampton.
Elvin, Ruth, 131 Oakland Street, . . . Springfield.
Enright, Mary A., 154 Montgomery Street, . Chicopee Falls.
Farrell, Geraldine M., 160 Pine Street, . . Holyoke.
Ferguson, Jennie S., 111 Maplewood Terrace, . Springfield.
Flaherty, Marguerite A., ... Hadley.

Franklin, S. Leola, 14 Belmont Street, . . Westfield.
Fuller, Harriet B., 121 Chestnut Street, . . Holyoke.
Gallup, Gladys A., 162 Summer Street, . . Springfield, Vt.
Gardner, Margaret, 101 Eustis Street, . . Revere.
George, Mae E., 161 Walnut Street, . . . Springfield.
Gladwin, Myrta L., 100 Grenada Terrace, . Springfield.
Glazier, Leta M., ... Amherst.
Graves, Mabelle A., ... Northampton.
Griffin, Mildred P., 74 Hill Street, . . . West Springfield.
Grosvenor, Ellen L., ... Worcester.
Haggerty, Margaret M., 120 South Street, . Chicopee.
Hale, Liza R., South Street, ... Bernardston.
Haley, Anna M., 75 Lincoln Street, . . . Holyoke.
Hammersley, Ethel G., 86 Orange Street, . . Westfield.
Hartnett, Mary I., ... Three Rivers.
Harvey, Beulah M., 99 St. James Avenue, . Springfield.
Healey, Deborah, 928 Liberty Street, . . Springfield.
Hogan, Mary E., 17 Charles Street, . . . Holyoke.
Hyde, Ella H., 36 Pleasant Street, . . . Westfield.
Jenney, Gladys I., ... Hatfield.
Jenney, Mae E., 202 High Street, . . . Springfield.
Johnson, Bertha L., ... Agawam.
Kane, Anna G., 1024 West Hampden Street, . Holyoke.
Keenan, Elizabeth L., 454 Chestnut Street, . Springfield.
Little, Hellen A., 7 Little's Avenue, . . . Westfield.
Logan, Vera R., 15 Hilton Street, . . . Chicopee Falls.
Ludwig, Effie E., 11 Columbia Terrace, . . Springfield.
Mahogany, Charlotte E., 16 Lenox Street, . Springfield.
Mahoney, Alice C., 43 North Elm Street, . . Westfield.
Mahoney, Bernice E., 1104 West Hampden Street, Holyoke.
Mahoney, Mary K., 387 Elm Street, . . . Holyoke.
McKean, Georgiana I., 18 Princeton Street, . Springfield.
McMahon, Mary L., Pleasant Street, . . West Warren.
Merrick, Ernestine, 24 Church Street, . . West Springfield.
Messenger, Lala A., ... Becket.
Moore, Mildred J., ... Ware.
Mueller, Augusta, 14 Day Avenue, . . . Westfield.
Murphy, Mary H., 122 Center Street, . . Holyoke.
Murray, Kathryn L., Housatonic Street, . . Lenox.
Murtha, Mary A., Depot Street, . . . Lenox.
Newell, Bernice H., 259 Dean Avenue, . . Franklin.

Norris, Ella T., 106 Beech Street, . . . Holyoke.
O'Connell, Eugenia M., 271 Front Street, . Chicopee.
O'Connor, Clara L., 37 Laurel Street, . . Holyoke.
O'Neil, Clara A., 61 Taylor Street, . . . Chicopee Falls.
O'Neil, Mary C., Chapel Street, ... West Warren.
Payne, Anna C., 28 Cabot Street, . . . Holyoke.
Pease, Leora M., 332 White Street, . . . Springfield.
Porter, Ellene M., 4 State Street, . . . Westfield.
Powers, Agnes B., 10 Maple Terrace, . . Mittineague.
Ray, Edith L., 190 Rockingham Road, . . Bellows Falls, Vt.
Ruff, M. Elizabeth, 91 Orchard Street, . . Pittsfield.
Scharr, Minnie, 5 Cedar Street, ... Northampton.
Schmuck, Jessie B., 367 Main Street, . . West Springfield.
Scully, Pearl M., 168 East Dwight Street, . Holyoke.
Shea, Elizabeth A., ... Bondsville.
Shea, Katharine C., 55 Chestnut Street, . . Holyoke.
Sibley, Rachel M., 1104 Westfield Street, . . West Springfield.
Signett, Rose B., ... Collinsville, Conn.
Snyder, Justine P., 302 Chicopee Street, . . Chicopee.
Spellicy, Margaret M., Smith Avenue, . . Mittineague.
Stephens, Constance S., ... Wilbraham.
Strong, Mildred K., 19 Housatonic Street, . Lee.
Sturtevant, Zilpha L., 849 South Main Street, . Springfield.
Sullivan, Helen V., 96 Florida Street, . . Springfield.
Sullivan, Louise D., 201 Durfee Street, . . Fall River.
Terry, Esther, 242 Dickinson Street, . . . Springfield.
Thayer, Fannie E., ... Belchertown.
Thompson, Myrtle W., 248 Walnut Street, . Holyoke.
Tiffany, Susan E., ... Blandford.
Walsh, Grace A., 10 Sackett Street, . . . Westfield.
Waters, Elizabeth C., 19 East Silver Street, . Westfield.
Whipple, Abbie, 22 Osceola Street, . . . Hyde Park.
Witt, Effie, ... Belchertown.

KINDERGARTEN COURSE.

JUNIORS.

Bagg, Karen A., 278 Riverdale Street, . . West Springfield.
Carter, Anna B., ... N. Conway, N. H.
Everton, Olive H., 1 Fowler Avenue, . . . Westfield.
Sanborn, Gertrude L., 142 Main Street, . . Spencer.

SPECIAL STUDENTS.

Balcom, A. Caro,	Westfield.
Chaffin, Florence,	Westfield.
Hickey, David J.,	Westfield.
Lee, Mrs. Clinton R.,	Westfield.
Loomis, Marion S.,	West Springfield.
Price, Alberta,	Westfield.
Provin, Mabel,	Westfield.
Richardson, Frederica,	Westfield.
Wagner, Mrs. Harry S.,	Westfield.
Warner, M. Hope,	Westfield.

SUMMARY.

Seniors in general course,	68
Seniors in kindergarten course,	9
Teachers' course,	1
Juniors in general course,	96
Juniors in kindergarten course,	4
Special students,	10
	188

Certificate Required for Admission to a Preliminary Examination.

....., 19

..... has been a pupil in the

..... School for years, and is, in my judgment, prepared to pass the normal school preliminary examination in the following group, or groups, of subjects and the divisions thereof:

.....

.....

Signature of principal or teacher, ...

Address, ...

Certificate of Graduation and Good Character.

This is to certify that M.....

is a regular graduate of a four years' course of the

..... High School, and that, to the best of my knowledge and belief, he is a person of good moral character.

..... Principal.

..... 19 .

Certificate of Good Health.

This is to certify that I am personally and professionally acquainted with M....., and that, to the best of my knowledge and belief, he is free from any disease or infirmity that would unfit..... for the office of a teacher.

..... *M.D.*

..... 19 .

Candidates will tear out above certificates and present them, properly filled and signed, at time of examination, or when High School certificates are presented.